



Preventing student brawls through integration of character education values in social studies subjects

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Abstract

The cases of student brawls at school in Indramayu occur almost every year. Therefore, this study aimed to analyze the factors that cause school efforts to prevent by integrating character education values in social studies subjects. The approach was qualitative with the type of case study research, data sources obtained from informants selected using purposive sampling through observation, interviews, and document studies. The location taken was at SMPN 1 Sliyeg and MTsN 3 Indramayu. The results showed that the factors that cause student brawls include the influence of the family environment, peers, and the school environment. School efforts to prevent brawls were carried out through the socialization of character education, which manifested in the form of school programs integrated into social studies subjects and the habituation of character integrity. Efforts to incorporate the value of character education in social studies subjects were carried out through a holistic approach, beginning with planning, implementation, and evaluation. The effort was analyzed using Talcott Parsons' AGIL theory. Based on the results of the study, the value of character education is a school strategy through integration in the program in social studies subjects to prevent continuous brawls by integrating character education to generate good citizens.

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INTRODUCTION

Juvenile delinquency is defined as a violation of societal values and norms committed during adolescence or the transition from childhood to adulthood. One of the juvenile delinquency cases in the Sliyeg sub-district, Indramayu district, was a brawl between students of SMPN 1 Sliyeg and MTsN 3 Indramayu. Based on pre-research observations, it was discovered that brawls among students occur every year; for example, three brawls happened during the 2022/2023 academic year, resulting in a difficult-to-break chain.

Brawls between students are juvenile delinquency in the form of acts of violence that occur within one school or between schools (Suparno & Tamtomo, 2021). Based on Basri's research (2015), the factors that cause brawls between students are generally categorized into two, namely internal factors of students as adolescents who cannot be separated from the psychological aspects of their lives, as well as external factors in the form of social, environmental conditions around adolescents. Cosser introduced a "way out to defuse hostility," namely by building a safety valve (safety value) (Thomas, 2022). The safety valve that schools do is to integrate the value of character education in school policies, including integrating the value of character in subject.

Brawls between students are a reality of moral degradation (character decline) for the nation's next generation (Wiyanto & Husain, 2018). Implicitly, brawls between students show students' lack of respect for tolerance, peace, and respect for other people's values.

Based on previous research by Sulistiawati et al., (2022) subject teachers can integrate character education values through extracurricular activities, school curriculum, and classroom learning. This is in line with research conducted by Putri & Sunarso (2021) on the role of character education in preventing and overcoming juvenile delinquency at SMKN 1 Seyegan, which illustrates that implementing character education values is carried out through learning activities, developing school culture, and learning activity centers, coaching, and the existence of a reward and sanction system.

This study integrates the importance of character education into social studies subjects. It is

pertinent to incorporate character education into social studies instruction, as social studies aims to cultivate responsible citizens. Additionally, student brawls are a social phenomenon that is particularly relevant to students, and as such, they can serve as a source of social studies education. The smallest element of curriculum developers, teachers, should participate in addressing cases of brawls through learning activities. This is because teachers directly interact with students, and through social competence, they can recognize students' character.

In reality, schools are often utilized as a location for student brawls, even though they are intended to be a tranquil and comfortable environment for students to acquire knowledge, attitudes, and skills through interaction with their peers. The urgency of integrating character education into social studies subjects to redirect the attention of students involved in brawls to a secure and comfortable learning environment through social studies teacher strategies during the learning process.

Special consideration should be given to the issue of student brawls. Additionally, there must be a consensus to identify the appropriate and alternative solutions for addressing both problems. Thus, education plays a critical role in addressing this issue.

The school strategy in integrating the value of character education will be analyzed using Talcott Parsons' functional structural theory known as the AGIL scheme consisting of adaptation (A), goal attainment (G), integration (I), and latency (L) Parsons designed this AGIL scheme to be used at all levels in his theoretical system (Ritzer & Goodman, 2015).

The AGIL scheme suggests that students adapt to character education by socializing habits based on character education. The objective is to ensure that students understand the meaning of character education (goal attainment) and then integrate it into school policies and social studies subjects, among the subjects at the value-based school level (Al Muchtar, 2014). The ultimate goal is to cultivate good citizens. This process results in pattern maintenance (latency) in the form of students being able to implement good habits consistent with the character of a good citizen.

Based on the explanation above, the focus of the study was to analyze the factors that cause uninterrupted brawls, the study how efforts made by the school and especially social studies teachers in integrating the value of character education in learning as an effort to overcome cases of brawls that are expected to foster the integrity of the character of students to become good citizens.

METHOD

This study used a qualitative approach with a case study type of research. The location taken was at SMPN 1 Sliyeg and MTsN 3 Indramayu. This location was selected based on brawl cases that created an unbroken chain system. Case analysis used type 2 Single case design-embedded case study in one social context (brawl between SMPN 1 Sliyeg students and MTsN 3 Indramayu). Still, the unit of analysis was divided into sub-units consisting of school policies in overcoming cases and efforts to overcome cases by integrating character education in social studies subjects.

The informant selection technique in this study was purposive sampling. Sampling was based on criteria or characteristics that considered indicators and data sources for this study. The informants in this investigation were categorized as main informants and supporting informants. The main informants were 18 students from each institution involved in brawls. The number of social studies teachers at each school was five, while the principal of SMPN 1 Sliyeg was one. The number of BK teachers was two, and the vice principals of the curriculum and student affairs sections were two and one, respectively. In addition, supporting informants include the community around school 2 and a representative of the Sliyeg Police Chief 1. The total number of informants in this study was 32 informants.

Interviews, document studies, and observation were implemented as data collection techniques. As observers, researchers conducted or directed observations using research instruments such as observation guidelines and checklists to observe behavior, events, and phenomena related to the issues at hand. These observations included (1) the brawl action phenomenon, (2) the school climate, which encompassed the implementation of character education, and (3) the learning process of

social studies teachers in the classroom as they integrated character education values. In-depth interviews were conducted to investigate the information held in the world of informants following direct observation in line with the interview guidelines. The researchers conducted in-depth interviews with informants, including students engaged in brawls, social studies teachers, local residents, vice principals for student affairs and curriculum, and counseling teachers, to gather information regarding the issues to be addressed. In qualitative research, document study served as an adjunct to using observation and interview data acquisition techniques. In the document study, researchers conducted research on archival data records of brawl cases, school regulations, objective conditions of each school, and photographs and recordings of brawl actions.

RESULT AND DISCUSSION

Factors Causing Student Brawls

The case of brawls between students of SMPN 1 Sliyeg and MTsN 3 Indramayu, based on the results of the study, was caused by several factors including family factors, peers, and the influence of upperclassmen who were affiliated with a gang (based on the student's hometown). The following is a table of brawl case data.

Time	Brawl	Background
Monday, March 28, 2022 14.00 WIB (return time)	Fellow students of MTs Negeri 3 at Indramayu Gadingan village with Tugu village	Problems of the home environment
Tuesday, August 22, 2022 19.00 WIB (evening)	The children involved in the affiliated action are students of SMP Negeri 1 Sliyeg and MTs Negeri 3 Indramayu as well as several alumni	It is not known for sure what the motive for the brawl was, because the students did not want to answer the reason.
Friday, November 10, 2023 19.00 WIB (evening)	The children involved in the affiliated action are students of SMP Negeri 1 Sliyeg and MTs Negeri 3	It is suspected that they collided with motorcycles on the highway and mocked each other.

Indramayu as well
as several alumni

Table 1. Data on cases of brawls. (Source: BK Teacher Workbook MTsN 3 Indramayu).

The students involved in the brawl were students with a broken home background, their mothers worked abroad, so each of them lived together with their male parents or were entrusted and lived with their grandmothers and grandfathers. Considering that the family is the first socialization agent of children as agents in learning values and norms to become good citizens. They influence children's attitudes, choices and views in instilling in them various values and norms that must be obeyed. Teenagers who are not directed by their families or parents will get out of control and tend to do as they please. Evidence of parental control is known through facilities provided by parents who are not suitable for the student's age, such as giving motorcycles and cellphones without parental supervision, even parents rarely know who their children hang out with.

The second factor is peer influence. The results of the proceedings Fatgehipon (2020) stated that the external factors that caused brawls between students and the influence of peers were very large because of the characteristics of junior high school students who were still labile easily following orders from the surrounding student community. Based on Ralf Gustav Dahrendorf's theory of conflict, and The values that are the basis for brawls are the values of solidarity, unity and togetherness. The upperclassman factor influences brawls by making their gangs more famous and respected even if they have to hurt others (Darwin et al., 2017). Based on in-depth interviews with school BK teachers, information was obtained that the students involved in brawls were the most VII grade students, this was due to the influence of upperclassmen or just peer participation. Grade VII students are transitioning from childhood to adolescence, so they are prone to receiving peer influence.

Schools become a place for students to demand knowledge, skills, and attitudes and interact with friends to become good citizens. However, in reality, the school is used as a place to carry out brawls. After obtaining research data, it can be

stated that schools with all their contents also affect brawls, including related to laxity of regulations, low in channeling students' talents and interests such as not holding competitions, even though information was obtained that students like futsal sports, and prioritize quantity over the quality of students depicted at the time of admission of new students.

School Strategies in Dealing with Student Brawl Cases

Brawls between students are a common problem, so synergistic handling is needed. School is the second place of education after the family, therefore the role of schools is very important in fostering and cultivating character for students. Talcott Parsons' functional structural theory, known as the AGIL scheme which includes adaptation, goal attainment, integration, and latency, is used to study and analyze school strategies in dealing with student brawl cases.

One of the factors that affects the success of overcoming brawls is the school by building harmony between the family environment and the community. Based on empirical findings in the field, the strategies of both SMPN 1 Sliyeg and MTsN 3 Indramayu in overcoming brawls between students include through the socialization of school programs that value character education, collaborating with third parties such as the surrounding community and the Sliyeg police chief, and involving all school residents in overcoming brawls.

Character education can be integrated into every subject. Learning materials need to be associated with the context of students' daily lives. Therefore, character education does not only touch the cognitive realm of students, but also invites students to observe the events they encounter in school or society (Chasanah & Utomo, 2019).

Parsons also developed the concept of functional imperatives to make the system persist. This imperative is usually referred to as AGIL, which stands for Adaptation, Goal attainment, Integration, and Latency. (1) Adaptation is the ability of people to interact with the existing environment and the natural environment. (2) Goal Attainment is the ability to determine and set future goals and make decisions according to those goals.

Solving political problems and social goals is part of this need. (3) Integration is the harmony of all members of the social system after a mutual agreement is reached on the values or norms of society. This is the role of these values as an integrator of a social system. (4) Latency is the maintenance of the model, in this case certain social values such as culture and language (Ritzer & Goodman, 2015).

Parsons' functional imperative proposition is used as an analytical knife in integrating the values of peace-loving, tolerant and friendly/communicative characters in overcoming student brawls at SMPN 1 Sliyeg and MTsN 3 Indramayu. Adaptation is the adaptation process carried out by students related to character values that are integrated into school policies and social studies subjects. Goal Attainment (goal) is the goal of integrating the character of peace-loving, tolerance and friendly/communicative in the school environment in overcoming brawls between students. Integration is a tool/method/media/model to integrate character values, this method is carried out by schools through school policies and social studies subject teachers in the learning process. Meanwhile, latency is the maintenance of character values in the school environment to create peace and comfort in the school as a place for students to learn.

AGIL Talcott Parsons' proposition is used for policy analysis of schools and social studies teachers in integrating the educational values of peace-loving, tolerant, and communicative/friendly characters in overcoming cases of brawls between students. The following is the AGIL scheme in the form of a concept map below.

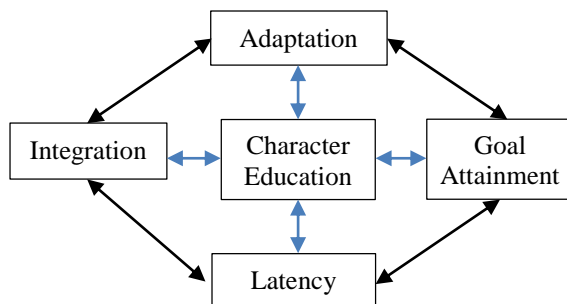


Figure 1. Talcott Parsons' Functional Imperative Proposition

The school's strategy in overcoming brawls at the adaptation stage is a process of adaptation of policy students in schools in order to achieve the goal of character education. Schools become an ecosystem where character education values are adapted for students through various strategies that are verified in a school policy. The following is presented in the form of a table of character education values that are integrated into the school program.

No.	The Value of Character Education	School Programs and Policies
1.	The Value of Love of Peace	Billboards, banners, flag ceremonies, and a school climate that upholds peace education.
2.	Communicative/Friendly Values	Student Council coaching as a student's friend
3.	Tolerance Value	Extracurricular
4.	Religious Values	The school's vision and mission, the habit of shaking hands before entering class and the habit of praying in congregation and duha.

Table 1. The Value of Character Education. (Source: BK Teacher Workbook MTsN 3 Indramayu).

Based on the table above, some programs that integrate character education values include; routine school activities that contain positive and negative reinforcement, spontaneous activities from teachers, exemplary teacher attitudes, and conditioning. In addition, reflection from the school bureaucracy as a program planner in the form of evaluation must always be done by asking for opinions or arguments as well as assessments from teachers and students. One of the programs of the principal of SMPN 1 Sliyeg is an integrity pact intended for prospective

new students which contains sanctions for violations that will be received if they commit all violations, such as juvenile delinquency signed by parents/guardians.

This is in line with previous research from Utami (2017) that the value of character education is relevant as a policy strategy in tackling juvenile delinquency and school principals are the main key in implementing character education. Furthermore, this is in line with the research conducted by Putri & Sunarso (2021) on the role of character education in preventing and overcoming juvenile delinquency at SMKN 1 Seyegan provides an overview that in implementing the values of character education is carried out through learning activities, school culture development, and learning activity centers, coaching, and the existence of a reward and sanction system.

Goal attainment is the goal of instilling the value of character education. This is an advanced stage of the process of adapting character education values by students. Schools as an ecosystem, the goals are derived in the implementation of policies (programs, school vision and mission, activities). Schools as a stable and sustainable social system are always maintained if there is supervision through two types of social mechanisms, including socialization and social control or supervision (Boehari, 2021).

In this case, it was achieved through the school collaborating with various parties, including parents/guardians of students, the surrounding community or village apparatus, and the Sliyeg police chief in tackling brawls. Cooperation is based on good communication between various parties. The purpose of character education is basically so that students or individuals can socialize well according to the values and norms that apply in society.

The cultivation of character education can be studied with functional structural theory (Sulistiawati et al., 2022). Travis Hirschi, one of the developers of the social control theory, assumes that if there are more aspects of life that support social control, the lower the probability of an individual committing a crime (Margaret & Marifatullah, 2022).

Integration is harmony in a system. At this stage, character education is integrated through various sub-systems. Based on the results of previous research by Sulistiawati et al., (2022) the integration of character education values can be carried out through extracurricular activities, school curriculum, and classroom learning by subject teachers.

In achieving this, the school involves the role and function of the school community is to embrace all parties to participate in efforts to overcome brawls. The vice principal for student affairs maximizes his function in coaching the Student Council. Based on the results of interviews with the informant of the vice principal for student affairs, students who are involved in brawls are more likely to communicate with the student council than with teachers or BK teachers if they are caught in a brawl. For this reason, the principal optimizes the role of the student council in participating in helping the school in an effort to overcome student brawls through communicative/friendly.

This is in accordance with previous research from Polelah et al., (2023) school principals also optimize the role of vice principals through student council coaching, homeroom teachers through approaches with parents and students, and BK teachers conduct regular counseling according to student needs. The deputy principal for curriculum optimizes his function and role in modifying the curriculum according to the needs of the school.

Latency (model maintenance) of character education cultivation strategies must be implemented continuously or continuously. Policies and programs that have been implemented by schools, such as religious values, include activities to get used to shaking hands before entering class, reading the Qur'an before the start of learning by teachers, congregational duha prayers, routine flag ceremonies every Monday morning, and social studies teachers' efforts in integrating character education values in learning must always be maintained and receive support from various parties and are carried out year after year. If there is a change, it must be for the better by opening a public dialogue together.

Religious values are the main foundation of school in an effort to overcome brawls. This is in

line with Aeni et al., (2021) which revealed that the main character values developed at Mitra schools are religious values with habits in daily activities. The development of religious values leads to a disciplined and independent attitude in students so that it leads to other characters.

The maintenance of the model of students involved in brawls can be seen from the behavior of students. This is based on information from both SMPN 1 Sliyeg and MTsN 3 Indramayu, as of the 2023/2024 school year, there were no student brawls that occurred. This is a positive impact that is highly expected from all the efforts made by the school, from student adaptation to character education to model maintenance in the form of good habits.

Integration of Character Education Values in Social Sciences Subjects

The educational values of peace-loving, tolerant, religious, and communicative/friendly characters are integrated into social studies subjects using three approaches, including through planning, implementation, and evaluation of learning. With this approach, it is hoped that students can gain a broad and deep understanding (Marjuki, 2018).

These character values are very important to be integrated into social studies subjects considering that the material contained in social studies is close to the student's environment, namely a social phenomenon in society which in this case is a brawl between students. Social studies subjects are designed to develop knowledge, and analytical skills towards social phenomena around students.

The character values integrated in this case are the values of peace-loving, tolerant and communicative/friendly. With this, it is necessary to strengthen the role of social studies which does not only focus on the cognitive aspect, but also on the affective and psychomotor aspects of students, so that it can prepare students functionally to become good citizens (Ginanjari, 2016).

Teachers as the smallest unit of curriculum developers have the authority to insert certain values in learning, including integrating the value of character education in the 2013 curriculum Learning Implementation Plan/Rencana Pelaksanaan Pembelajaran (RPP) in grades VIII and IX which is contained in the attitude (affective) aspect. Meanwhile, the psychomotor aspect is given

through critical thinking skills by analyzing social phenomena that occur around students. Meanwhile, in the independent curriculum in grade VII through teaching modules. Social studies teachers write a plan (written curriculum) to be communicated to students in order to introduce and socialize the initial understanding of the value of character education.

The second integration is in the learning process in the classroom. In the learning process in the classroom, teachers must always set an example. As in Kohlberg's theory of mental development, which reveals that the moral development of junior high school students is at a conventional stage, namely paying attention to and identifying the behavior displayed by the surrounding environment (Utomo, 2017).

In classroom learning, social studies teachers must be able to present a comfortable and safe classroom atmosphere to build two-way communication, in order to get a good response from students as well as provide calm to students to like to listen to the teaching materials delivered. With that, the use of the learning model must be integrated into the teaching material.

Teachers integrate the values of love of peace and tolerance with the debate method. Associated with teaching materials such as material on the Origin of the Ancestors of the Indonesian Nation. This debate method is suitable for exploring information and the learning process of students about it. Students are given the opportunity to express their opinions. But on the other hand, they must also respect the opinions of other students who are opposite. In applying collaborative and communicative values, teachers can integrate them into Social Interaction materials in grade VII. A suitable method is the Make a Match type cooperative learning method. The teacher prepares matchmaking questions to be done in groups by students. Not only that, students are also asked to display the results of their work through presentation activities. Other students are asked to give a response This can foster collaborative and communicative values in students.

The third integration is in the evaluation and reflection of learning in the classroom. In the 2013 Curriculum and the Independent Curriculum, the

assessment process both assesses student behavior (affective). In the classroom, social studies teachers can integrate the value of character education through a *hidden curriculum* by conveying implicit messages to grow character in students, for the affective aspect of students are given character education through a hidden curriculum. The results of Umagap et al., (2022) revealed that the hidden curriculum is closely related to the internalization of character education values in classroom learning by teachers. Based on the empirical findings of this study, social studies teachers who teach grades VIII and IX implement this hidden curriculum very carefully considering the innate character of students who have less character integrity. As when explaining social studies learning materials, teachers always internalize the values of character education in the hidden curriculum.

Student behavior is observed and assessed whether it is in accordance with the character to be instilled. Meanwhile, in the reflection process, the two also invited students to rethink what they had learned. Make conclusions about the learning activities that have been carried out. However, the process of reflection and evaluation, especially in the effective aspect is not optimal. Often teachers run out of time because learning is used for core activities. Even in the assessment of affective aspects, teachers often judge students as inauthentic and in accordance with reality.

CONCLUSION

Based on the results of the study, it can be concluded that the factors causing brawls between students of SMP Negeri 1 Sliyeg and MTs Negeri 3 Indramayu were family environmental factors, peer influence, and some leniency in school rules and activities were one of the causes of brawls. Schools, as the second environment of education, ensure that students are comfortable and tranquil while studying. This is due to the prevalence of brawls in schools, so schools actively seek alternative methods to prevent brawls. These methods include the integration of character education into social studies subjects, the implementation of policy, and the socialization of students until it becomes habitual. It is recommended that a holistic approach be taken to integrate the value of character education into social studies subjects. This approach should

begin with the planning, implementation, and evaluation of all necessary facilities and infrastructure, with the support of the school.

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